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ABSTRACT

This report discusses various aspects of undergraduate cross-registration procedures, including the dimensions, values, roles and functions, basic assumptions, and facilitating and encouragment of cross-registration. Dimensions of cross-registration encompass financial exchange, eligibility, program limitations, type of grade and credit; extent of participation, academic requirements, and approvals. The values of cross-registration are discussed according to student, faculty, institutional, consortium, and benefits. Roles and functions are reviewed in light of the program director, institutional president, academic dean, faculty members, and registrar/campus liaison. Following a discussion of the basic assumptions made concerning cross-registration, various methods to facilitate and encourage these procedures are reviewed, including: consortia, combined semester, combined curriculum, consortia night courses, consortia day courses, staggered time schedules, full-time cross-registration, part-time students, equal standing of consortium students, earlier preregistration, elimination of approving signatures, common course numbering system, cross-registration counselors, common catalog courses, selected courses album, combined course listing, disciplinary listing, contractual agreements, slide/tape presentation, hot line, general publicity, and transportation. (MJM)

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Undergraduate Cross Registration

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INTRODUCTION

Colleges and universities bind themselves together cooperatively in many ways. A very common form of cooperation is the cross-registration agreement which permits undergraduate students to take advantage of courses at participating campuses. Such agreements have been implemented by pairs of colleges, by incorporated consortia serving many colleges, and by state coordinating boards. Many people are familiar with the movement of 5,000 undergraduates a year at Five Colleges Inc. and with the Consortium of Universities in Washington which affects 1,700 graduates and undergraduates a year. Despite the familiarity of cross registration as a concept, there remain many students for whom study abroad is more likely to occur than study on a neighboring campus.

Just as the numbers and types of institutions participating in cross-registration agreements vary, so, too, do the numbers of students involved. Bilateral arrangements may affect over a thousand students a year while some consortia composed of eight or ten colleges may involve less than a hundred students. Student participation is affected by the quality and thoroughness of the agreement, the degree of geographic separation of the institutions, and the level of program publicity. It is affected by the nature of the institutions, the resolution of transportation and calendar difficulties, the extent of faculty support, and the level of concern over tuition differentials.

This report has been prepared to assist college administrators and faculty to utilize existing cross-registration programs more fully and to encourage consideration of new cross-registration programs where the opportunity presents itself. While the possibility of cross registration exists for many students, the probability that they will actually do so is often quite low because the value of cross registration is not clearly seen by them and by their home campus.

This synthesizing of the experiences that institutions of higher education have had with cross registration will enable individuals reviewing this report to strengthen their contribution in improving their own cross-registration programs.

Even though there are now hundreds of colleges encompassed by a multitude of cross-registration agreements, very few colleges have even one percent of their course registrations taken under cross registration. In an era of "steady state" economics, educational institutions can look to cross registration as one important starting point for creative curricular and administrative options for their students. Student access to cross registration should not be wholly a matter of chance: a chance that schedules can accommodate ill-timed courses; a chance that transportation is available; a chance that publicity highlights the opportunity, or a chance that a college recognizes the validity of educational resources at other campuses. Indeed, it is evermore going to be the case that provisions for a student to draw on classroom resources of a variety of institutions will not be seen as a student privilege but as an institutional obligation. This is not now the case. If cross-registration programs are to assume a larger role in the educational process, that role should be consciously planned.

Cross registration is notably different from many forms of cooperation in higher education. It embodies agreements on a process, not on physical and organizational structures, or on particular products. These

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agreements can be initiated without the creation of restrictive administrative or curricular interdependencies among the participating institutions. The process is highly fluid and flexible. Without substantive changes the cross registration process can accommodate one student or two thousand. An institution can, though few do, drop out of an arrangement without turmoil. Additional institutions can join without major upheavel.

The process forces few confrontations over perceived institutional identities. Students tend to fit into traditional course offerings without requiring substantive changes by the colleges involved. Problems tend to be amenable to controls by the institution. Academic advisors are able to direct students into those courses suitable to their programs. Similarly, policy committees may limit the courses that are applicable towards graduation.

A striking feature separating cross registration from other cooperative efforts is the low start-up and operating costs for the participating colleges. The costs for application forms and their processing is minimal. Only when enhancements in the way of transportation, special sections, etc., become involved do costs become significant.

The great majority of cross registration agreements employ a space-availability limitation. Courses do not open unless "home" students are sufficient to warrant its being opened. Neither are "home" students closed out of seating by cross registrants. Students travelling to other campuses tend to spread themselves over many courses and sections. It is unusual that instructors find the expanded class substantially more difficult to deal with. Consequently, additional registrants impose only a marginal cost on the institution.

On the other hand, the institution sending students may find ways of avoiding costs that are clearly not marginal. Colleges able to avoid retaining new staff or to defer the equipping of a science laboratory, for example, will realize a calculable capital savings.

Cross registration sidesteps many obstacles that affect other cooperative ventures. It functions with a minimal amount of presidential involvement and support, and without complex decision making systems. Communications are relatively easily handled. The program operates without extensive faculty training and orientation. Geographic distances may hinder but will not prevent student participation.

DIMENSIONS OF CROSS REGISTRATION

Although many cross registration programs often have points in common, there are variations. These differences center on seven dimensions on which agreement must be rendered before the program can be operative.

1. Financial Exchange. Is tuition charged beyond that made by the student's college? Are special fees to be paid? Will the colleges exchange funds? Does the student pay tuition for the cross registered courses to his own college?

2. Eligibility. To be eligible, must students be undergraduates or graduates or otherwise designated in some particular level or class? Should they be full time or part time? Does the agreement apply to summer school or is it limited to the academic year? Must the cross registrant be matriculating in a program or only enrolled at a college? Within a university, is the eligibility differently interpreted in different schools?

3. Program Limitations. Are the policies applicable only to students in particular majors? Must students cross register to specific fields or types of courses? Can students register for courses comparable to those offered on their own campus?

4. Type of Grade and Credit Will there be residence or transfer credit? Will grades be acceptable below "C"? Will faculty grade according to their colleges' or to the students' colleges' system?

5. Extent of Participation. How many courses can a student cross register for? In what period of time? Do cross registrations count toward full-time status or are they in excess of the full-time minimum? Are there exceptions to the limit? Should there be a priority for some cross registrants (i.e., should cross registering majors receive priority over regular students taking the course as an elective?

6. Academic Requirements. Must students have an acceptable cumulative grade point average? Do faculty evaluate the equivalency of prerequisite courses?

7. Approvals. Must students obtain the approval and/or signature of the course instructor, the program advisor, his own academic dean, the other college's dean, either registrar, or anyone else? How are approvals secured? Must the student leave his campus to obtain approvals? Will each institution utilize identical procedures for cross registration?

These questions have been answered differently in various settings. There is, however, a pattern that is typical. Although no statistical data is available to document these assumptions, most cross registration programs are for full-time, matriculating undergraduates; are not applicable during summer school; permit up to two courses to be taken per year (or one per semester); require the student to be registered at his own campus for enough credits to be considered full-time; allow no priority for cross registrants; require no minimum cumulative average; provide access to all courses in which space is available; limit access to comparable courses; count courses for residence credit; use the students' campus grading system; assume an eventual balance of credits, thereby eliminating financial exchanges of any kind; require at least one approval at each campus; and require the student to pay tuition for the courses taken through cross registration at the students' institution.

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VALUES OF CROSS REGISTRATION

Though many faculty, students and administrators see some benefit from cross registration, seldom are all of the benefits appreciated. If these values were all recognized, support for cross registration would be far greater. To be sure, occasionally an individual faculty member or a department is threatened by the movement of students to other campuses. The feared loss of students may be real or illusionary. One consortium director noted, "Strong departments generally support and accept cross registrants. The weak departments are the most fearful and give their students the least leeway." Unfortunately, larger advantages can be lost when parochial interests fail to acknowledge all benefits accruing to the students and to the institutions.

1. Student Benefits. Cross registration simply doesn't happen if students don't benefit from the process. Students have a positive orientation toward cross registration. Most programs show a continuous upward growth, even if no efforts are made to remove obstacles. Among the values students see, and realize, are:

- greater access to a variety of elective and major courses;
- improved access to courses not offered on their own campus (e.g., languages not offered at their own college);
- faster access to courses in emerging fields of interest;
- broader exposure to a variety of instructors and instructional patterns;
- facilitated ability to obtain credentials and specialized training without changing colleges;
- possibility of accelerated completion of degree requirements through increased availability of necessary courses;
- improved access to specialized facilities, expanded library holdings, and otherwise unavailable equipment.
- ability to experience education on other campuses (especially in respect to students at single sex, predominantly single race, or sectarian institutions).
- ability to redesign program if the wrong school was chosen for matriculation.
- ability to choose courses with qualitative objectives more closely aligned to the students' educational objectives.
- ability to maintain proper sequences of courses despite the loss of an offering on the students' campus.

2. Faculty Benefits The ultimate value of cross registration depends on the faculty support it receives. Many faculty may not be affected by cross registration or they may be affected in a way that is a threat to them. Instructors of low enrollment courses might feel that students registering elsewhere aggravate their own staff/student ratio. Cross registrants can produce workload increases for some faculty. The assurance that each institution gains equally in the exchange may be of little consolation to a strongly affected individual, if some recognition fails to acknowledge the added effort. Reasons for negative attitudes notwithstanding, many faculty do look at cross-registration positively. Among the reasons for this are that they and their departments are able to:

- offer courses in limited interest fields;
- strengthen departments that are below the "critical mass" level in faculty and students;
- assist students by working out complementary course offerings leading to more creative curriculums;
- reduce the offerings of low-enrollment courses and consequently increase offerings in greater demand;
- reduce the heterogeneity of student backgrounds when desirable (e.g., a course in statistics can be limited to non-mathematics majors on one campus and to mathematics majors on another);
- expand the heterogeneity of student backgrounds when desirable (e.g., by enrolling engineering students in environmental studies courses);
- locate added places for students in high demand courses.

3. Institutional Benefits The increased adoption of cross registration programs leads to an examination of the value cross registration has for the institution. The mere existence of cross registration is no longer unique or innovative. Unless cross registration becomes more than a token gesture of cooperation, the process will have little impact on the economics of the institution or on the education of its students. Actively pursued, the contributions cross registration makes can include these advantages:

- Relief from the pressure to offer "new" courses requiring erratic staffing patterns (it limits the press toward institutional emulation);
- Usefully indicating student interests as a guide for future institutional staffing;
- Student interest in various courses can be balanced more easily, though not necessarily contained when the fluctuations are spread over several campuses;
- Retaining some students whose interests cannot be met on the original campus of their choice;
- As a "given" of college life, colleges will find that a viable cross-registration program is needed to attract students;
- Lower cost development of some intercollege majors, options and specializations, since facilities, equipment and staff are already available;
- Diversified general education offerings open to students;
- College trustees, coordinating board staff, foundation personnel and government agency staff increasingly expect and demand cooperative activities that require cross registration;

4. Consortium Benefits Cross registration for most consortia will be a key ingredient needed to initiate other cooperative programs. Without effective cross

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registration, academic cooperation of many kinds will be severely constrained.

- Cross registration is a driving force for highlighting more substantive areas for cooperative ventures. When students from different campuses begin appearing in, say, foreign language courses, coordinated scheduling or joint major possibilities take on an air of reality not felt when a flow of students is absent;
- If cooperative interchanges are to be stressed in student recruitment, assurance has to be given that indeed these opportunities will be provided in a convenient manner;
- A continuing presence of students from different schools on a campus helps to break down stereotypes held by that campus's faculty and students. The interaction fosters a continuing awareness of the consortium and of pathways for future developments.
- The administration of cross registration requires constant communications among faculty, registrars and administrators and department chairmen. These communications foster the emergence of ideas for a variety of cooperative efforts.

ROLES AND FUNCTIONS IN CROSS REGISTRATION

1. Program Director (If no one is formally designated as a director, then the tasks must be assigned to other persons).

- Initiate the consideration and adoption of cross registration policies.
- Maintain accurate, informative records and interpret the flow of cross registrants.
- Publicize the availability and procedures for cross registration
- Suggest ways of increasing the level of desirable cross registrations.
- Maintain focus on the educational value of cross registration.
- Publicize the campus impact of cross registration.

2. Institutional President

- Authorize and legitimize the cross registration agreement.
- Publicize official support for the program.
- Reduce concerns that the overall effect of cross registration will be negative.
- Request and urge adoption of facilitating procedures i.e., compatible calendars, staggered time schedules,etc)
- Anticipate that institutional planning and growth will support and take advantage of the growth of cross registration.

3. Academic Dean

- Ensure effective transmission of institutional position on cross registration.
- Use cross registration as a vehicle for identifying institutional needs.
- Expect creative departmental responses to the use of cross registration for academic excellence and for institutional efficiency.
- Assure appropriate publicity for cross registration in student and faculty handbooks, catalogs, registration materials, etc.
- Reinforce publicity on the positive contributions of cross registration.
- Find ways to improve access to his own institution's courses.
- Request modifications improving access of his campus's students to courses at other colleges.

4. Faculty Members

- Receive cross registrants without undue difficulty.
- Suggest ways in which cooperation can be extended beyond cross registration.
- Maintain knowledge of cross registration procedures.
- Provide proper advisement of students, including accurate information on the courses and staff at other campuses.
- Offer feedback on problems students encounter.

5. Registrar/Campus Liaison

- Act as the point of contact for interested students.
- Provide students with complete access to information, forms, informal sources of information.
- Ease the process for the cross registrant.
- Offer feedback on problems encountered by students.
- Assure accurate campus records on incoming and outgoing students.
- Propose appropriate campus policy changes to facilitate cross registration.
- Act as campus advocate for cross registration.

CROSS REGISTRATION: BASIC ASSUMPTIONS

1. IMBALANCES CAN BE CONTROLLED

A common concern of institutional policy makers deals with the stability of interinstitutional relationships created when, and if, institutions do not send or receive comparable numbers of students. When tuition reimbursement is in effect, an institution can unexpectedly lose a source of income that is needed, perhaps committed, to other uses. Even if tuition reimbursement is not involved, a continuing agreement can be jeopardized when an exchange is one-sided.

Educational statesmanship most often accounts for the toleration of a wide margin of imbalance. There are methods of adjusting the imbalance, however. Concern for this problem should not prevent the utilization of cross registration. Often the worry that "all the students will want to come here" simply does not materialize. Over a period of time most exchanges do balance themselves out. The most creative and useful response by an institution's sending more students than it receives is to find ways in which its courses can be

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made more attractive; This is not to imply that the debtor college must change its basic purposes, standarts or functions, but rather that it might change some of its operating procedures:

-- to schedule classes of potential interest to cross registrants at more accessible times and days;
-- to reduce the difficulty of the sign-up process by guaranteeing space available in selected courses;
-- to provide for an equitable return in another way (for instance, via either a payment for transportation or a weighted formula that returns a course for a given number of credit hours of imbalance);
-- to increase the number of courses students from other campuses can take;
-- to arrange for faculty exchanges that bring high - demand courses to the debtor institution;
-- to limit the number of students eligible to enter particular courses;
-- to contract for a cash reimbursement for credits given above an agreed-upon level;
-- to provide incentives for departments attracting cross registrants by acknowledging their efforts in faculty allocation formulas;

The institution receiving the greater numbers of students can also move toward an equitable influx and outflow. It can do this by trying:
-- to accept an imbalance without requiring compensatory responses;
-- to publicize and encourage utilization of cross registration possibilities on its own campus;
-- to move those classes in high demand to a less accessible time and day.

2. CROSS REGISTRATION SHOULD NOT BE RESTRICTED TO SPECIFIC DEPARTMENTS AND COURSES

Many attempts have been made to categorize the curriculum strengths of participating colleges, and subsequently to direct cross registrants into these areas. Typically, these efforts have been dropped in favor of more general across-the-board agreements. This has largely been due to the difficulty of maintaining an accurate, current assessment of these strengths.

It is also typical that students cross register into courses that build on courses available at their own campus. Few students register for advanced courses in fields not represented on their campus. It is very difficult to predict before cross registration is initiated those areas students will, in fact, cross register for. Combinations like art students taking welding, or biology majors taking food service courses may not come readily to mind and would not develop if a listing of "acceptable" courses is prepared.

Another difficulty derives from the complexity of working with a number of institutions. Courses in Spanish at one college may be identical to those offered at another, but totally unrepresented at a third. Thus, it is unwieldy to generalize about who can and who cannot cross register. Further, although departmental offerings may appear to be comparable, course by course comparisons would tend to point up significant differences:

The singling out of specific departments as focal points for cooperation often will heighten the threatening aspects of all cooperative programs. It will, in effect, indicate a special status of these departments and connote an effort to work on them in an offsided way not true of other departments.

To take advantage of institutional "strengths" is not the only reason for cross registration. Students may cross register because needed courses on their own campus are not open. They may have conflicts in times that can be resolved only through cross registration. Cross registrants generally do not, as is frequently assumed, go in particular directions but are scattered over a range of courses.

3. CROSS REGISTRATION DOES NOT LEAD TO A "HOMOGENIZATION" OF HIGHER EDUCATION.

On the contrary, cross registration should lead to a clearer differentiation among colleges. One aspect of the difficulty of identifying cogent reasons for cross registration is that many colleges are not easily distinguishable from one another. Cross registration may look as though it is draining off students for no readily apparent educational reason.

An intelligent shaping of courses to meet the needs of the bulk of students on a campus is of primary importance. Other students whose interests may differ can be encouraged to cross register elsewhere for courses of similar title but directly related to their backgrounds and interests. For example, if several institutions must offer introductory computer science courses, one could adapt its course to potential majors in the field, another to liberal arts students, another to mathematics majors, and so on.

It is well to note that few cross registration programs in the country approach even one percent of the total registrations of a college. Conceivably the number could be higher, but it is unlikely that in the foreseeable future the numbers will begin to provide credence to a fear of undue "homogenization."

4. CROSS REGISTRATION WILL NOT LEAD TO A LOSS OF INSTITUTIONAL CONTROL OVER QUALITY ACADEMIC PROGRAMS

Cross registration opens up a wider range of legitimate choices for coursework appropriate to students' education goals.

Virtually every cross registration procedure requires a program advisor's approval before it is completed Inadequate advisement, however, reduces control over both on and off campus program quality. Thus, a mechanism for assuring the validity of a student's choice is present. Quite possibly a smaller percentage of students cross register to avoid "tough" courses than is true of students on campus. The

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additional inconvenience, the added cost and other irritants unavoidably attendant to cross registration limit the use of cross registration as a means of getting at "snap" courses. It is equally doubtful that the distribution of "tough" and "easy" courses is much different from campus to campus, despite popular misconceptions.

It may be worth noting for contrast that most colleges are willing to admit transfer students with a full acceptance of the credits they earned at other institutions in far greater amounts and under less institutional control than a cross registrant can enroll for over four years.

5. A COLLEGE CAN JUSTIFY SENDING ITS STUDENTS TO OTHER CAMPUSES EVEN WHEN IT IS HAVING DIFFICULTY ATTRACTING STUDENTS

Nearly all cross registration programs are based on the premise that a student cross registers as though he were taking the course at his own college. The student's college, therefore, does not lose credits the student is earning. If it is a public college, the credits count toward state support formulas.

It is obvious that no college, especially one which is losing students, can afford to "meet its own needs" without help. There are simply too many needs to meet them all. Cross registration offers an outlet for satisfying some needs economically.

Many students enroll in colleges on mistaken beliefs about themselves and about their college. Cross registration legitimately accommodates these students' changed understanding of their educational needs without requiring them to matriculate elsewhere. In this light cross registration can play a significant role in retaining students who otherwise might have transferred or dropped out.

A viable cross registration program can be capitalized upon in the recruitment of students. There are small but growing numbers of potential students who recognize cross registration as an asset in selecting a college. There are enough cross registration procedures in effect to make the absence of an effective cross registration program an institutional liability.

6. IT IS NOT BETTER TO REPLACE CROSS REGISTRATION WITH FACULTY EXCHANGES

In working out student programs, cross registration can be blocked when the students' schedules cannot provide the travel time needed or if the student cannot locate suitable transportation. Exchanges of faculty can be, and are, arranged that limit these problems. The faculty members' schedules can be built to minimize travel difficulties. Faculty exchanges beneficially supplement a cross registration procedure, but they cannot replace it.

- Generally cross registrants enroll in a range of courses and institutions. Only when the numbers of cross registrations become large can areas of student concentration adequate to justify a faculty exchange be identified. If both institutions involved have to obtain this threshold level of student interest, the problem is extended.
- Most institutions have neither the means or the desire to require their faculty to engage in exchanges. Consequently, courses of cross-registrant concentration may not coincide with the interest expressed by those faculty willing to travel.
- To the extent that courses taught by faculty on an exchange basis become regular offerings at the campus being visited, a problem develops around the consistency of the course with that institution's registered programs. If a specialized college, for instance, offers teacher training courses, it may be doing so without state or accrediting agency recognition of such a program.
- Another mechanical problem centers on the acceptance of a course by a department within the campus being visited. Cross-registrant interest may focus on a discipline not represented on their own campus. When this is true, the willingness of another department to sponsor the course as its own may not be present.

FACILITATING AND ENCOURAGING CROSS REGISTRATION

Taken by itself, the adoption of cross registration requires few modifications in most administrative procedures employed by colleges. A second level of operation can exhibit a far stronger commitment to actively stimulate cross registration.

Consortium Option: The Worcester Consortium for Higher Education formally adopted an intercollege "Management of Health Enterprises Option," which highlights courses in the field of health administration. The option designates an area in which there is a system of advising and counseling and a series of internships. Students utilizing the option do so to flexibly complement rather than replace existing majors and minors. In the Pittsburgh Council for Higher Education interdisciplinary offerings in clusters concerning Women's Studies, Black Studies, and Comparative Communism moved cross registration to a higher level of enthusiasm.

Combined Semester. Under a grant from the National Endowment of the Humanities, the Tri-College University created a TCU Humanities Forum. Each term four faculty organize a multi-disciplinary, full-time instructional program, giving each college's students access to a concentration in the humanities. Thus, each college is able to offer, through the Forum, an experience otherwise unavailable. The site of the Forum changes each year.

Combined Curriculums* The Kentuckiana Metrover -

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sity offers several programs in which students can simultaneously qualify for degrees from two institutions. The New Hampshire College and University Council permits many students to obtain their major at a campus other than the home college. The Claremont Colleges have several joint programs in science, foreign language, music and drama, and human resources.

**For a more extensive description of possibilities see: Fritz Grupe, Interinstitutional Cooperation at the Departemntal Level. Associated Colleges of the St. Lawrence Valley, 1971 (Eric Document 065 023).*

Consortium Night Courses. The institutions within the Hudson-Mohawk Association of Colleges and Universities schedule three to four courses in the evening, with an intent to obtain more cross registrants. These courses increase the cross registrants by a factor of four. Faculty find special interest in night courses as a means of offering courses that normally would have had inefficiently low enrollments from the home institution. Scheduling for many of the courses is accomplished in a single block of time reducing student travel to once a week.

Consortium Day Courses In the Associated Colleges of Central Kansas member colleges schedule no regular classes on Wednesdays. That day is free for courses specifically designed to be attractive to cross registrants. The Associated Colleges Exchange (ACE) runs through the semester and markedly increases the accessibility of all offerings. A similar arrangement occurs on Thursday (Cluster Day) for the Chicago Cluster of Theological Schools. The Cluster Colleges' cross registration promotes a feeling of ecumenism that cannot be supported in other ways.

Staggered Time Schedules In an effort to optimize the level of cross registration, the three colleges within the United Colleges of San Antonio have adopted time schedules that vary the starting times of courses by 10 and 20 minutes. This timing conforms with the running time of a free shuttle bus moving students among campuses.

Full-Time Cross Registration In many situations students cannot secure enough of the right courses through cross registration on a restricted one-course-per-semester basis. To offset this shortcoming the Rochester Area Colleges and the Kentuckiana Metroversity permit cross registration for two courses each semester. The Claremont College's juniors and seniors register for up to one-half of their courses at member colleges. Many part-time programs also include provisions for the cross registration of students for all of their coursework. Periods of this nature range between one semester and two years. Such registration may be limited to specific fields as, for example, student teaching in the Associated Colleges of the St. Lawrence Valley, or it may be unrestricted as to field, as in the National Student Exchange program which serves 21 colleges.

Part-Time Students The Nassau Consortium for Higher Education's proposed cross-registration system expands eligibility for cross registration to part-time students. The Associated Colleges of the St. Lawrence Valley keeps cross registration in effect during the summer session.

Equal Standing of Consortium Students Unlike most cross registration programs, the Nashville University Center has four institutions which accept consortium students on the same priority as their own. Thus, one college's upperclassmen would receive a higher priority at a second institution than would the second institution's freshmen.
A major from one institution may be given a priority over non-majors at an institution offering the course. A similar procedure at Five Colleges, Inc. permits enrollment in most instances on a first-come, first served basis.

Earlier Pre-Registration In order to facilitate the ordering of textbooks and other supplies, the Chicago Cluster of Theological Schools agreed to hold winter and spring pre-registration two weeks earlier than usual Also an attractive annual Announcement includes information about cross registration, the common eight-college calendar, a complete listing of course data for the fall, winter and spring, as well as Cluster Day courses. It also includes complete faculty data, a map of the area, and information on special curricular resources.

Elimination of Approving Signatures Faculty advisors in the Consortium of Universities in the Washington Metropolitan Area authorize students to cross register by directly contacting the faculty member teaching the course in question. In addition to saving the student time, this helps to put faculty in touch with one another.

Common Course Numbering System To ease the problem of determining the comparability of courses among its thirteen campuses, identical course identification numbers have been adopted by the New Hampshire College and University Council. A similar agreement is in effect for the Associated Colleges of Central Kansas.

Cross Registration Counselor Each institution in the New Hampshire College and University Council designates an individual as the focus for information about cross registration. These liaison people are expected to publicize program possibilities and to assist students in obtaining advisement. These individuals update information on the exact times and locations of all courses in the consortium. Such individuals encourage cross registration on an on-going basis.

Common Catalog of Courses A composite listing of all

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of the January interterm courses offered by the colleges on the 4:1:4 calendar is made available to students within the New Hampshire College and University Council. The composite catalog greatly facilitates the identification of the most appropriate January experience for students. The cooperating Winfield Colleges find that cross registration increases to include 50% of the students during January, while normally the percentage is around 12%.

Selected Courses Album. The West Suburban Consortium issues a handbook for student advisors. The "Album" contains detailed information about 200 selected courses that are of greatest advantage to be accessed through cross registration. Calendar information, procedural guidelines, cross-registration dates and policy statements are also included.

Combined Course Listing. The New Orleans Consortium releases a joint semester listing of all of the courses being offered. The combined listing also stimulates better planning and coordination of offerings.

Disciplinary Course Listings. The Associated Colleges of the St. Lawrence Valley annually updates 12 listings of all courses available in selected fields. The listing include only the course titles, catalog numbers and institutional identifications. A display rack is circulated among the campuses to call attention to the combined listings: however, the listings are also distributed directly through departments.

Contractual Agreements In Connecticut, where tuition charges cannot be eliminated for cross registration, students from private colleges affiliated with the Higher Education Center for Urban Studies have their tuitions to public colleges paid by their institutions. The public colleges contract with the Center to cover the tuition of the public institutions' students and to cover administrative costs. The Ohio Board of Regents has a one million dollar appropriation that is used to some extent to reimburse private institutions for the tuition of public college students.

Side/Tape Presentation A forty-frame, 35mm. slide program highlighting the objectives and the process of cross registration is in use within the Associated Colleges of the St. Lawrence Valley. An audiotape description accompanies the slides. Using automatic projector-tape recorder equipment, the materials can be set up in high student-traffic areas. The presentation also disseminates information as a part of regular student and faculty orientation sessions.

Hot Line Five Colleges, Inc. maintains a well-advertised telephone number that students are encouraged to use to obtain up-to-date information regarding course times, locations, close-outs, openings, etc. The telephone is available at all times, but is in especially heavy use during the common pre-registration period.

General Publicity There are a wide variety of publications in which basic data about cross registration can be included. Among those which could be considered are: college catalogs, class time schedules, registration packets, student handbooks, student newspapers and faculty handbooks. Many consortia print up posters. The Associated Colleges of the St. Lawrence Valley issues a bookmark containing cross registration information that is available in libraries. Direct student -to -student publicity remains, of course, the most effective and credible form of publicity.

Transportation In the most complete shuttle bus system functioning within a consortium, Five Colleges Inc. utilizes several 45 and 14 passenger vehicles on half-hourly runs. The vehicles are both commercial and college-operated. A single, less costly van on a one-hour run services three of the Greensboro Regional Consortium colleges.